

MANSFIELD PUBLIC SCHOOLS
June Progress Report Benchmarks
Grade 1

Reading to Understand

During this marking period students have applied all past and newly learned skills/strategies to become more proficient readers. Students can now blend up to four orally presented phonemes into a correct c-v-c word and segment one syllable spoken words into phonemes (up to six sounds). They can decode compound words, contractions, and words with common endings (e.g., -es). Regularly spelled one syllable words (e.g., sit, take, need) and nonsense words (e.g., vit, dake, jeed) can also be decoded. Students know the sounds for common letter patterns and use this knowledge when decoding words. Students use prior knowledge, context, photos, illustrations, and diagrams to predict and confirm meaning when reading. They can classify categories of words and explain the meaning of content vocabulary. Students can apply a number of strategies to comprehend informational text and can form clear questions and responses about what has been read. They can retell informational text and organize the information in proper sequence with a beginning, middle, and end when using a graphic organizer. Students recognize and use text features to find information and can create mental imagery about a text when prompted by an adult. Inferences about characters and settings using picture clues, read-alouds, and discussions can be made. They can ask and answer questions about key details in a text or about what a speaker says. Students are beginning to make informed judgments about text of different genres and by different authors. A personal opinion or judgment about what is read, heard, or viewed can be supported with at least two appropriate reasons. They can express ideas and feelings clearly orally and in simple written responses. Students can read on-level text with purpose and understanding. They read more fluently due to increased automatic word recognition, awareness of text features, and increased reading rate.

Writing to Communicate

Students have continued to write for a range of tasks and purposes. Students use strategies to generate and develop a written piece that includes a beginning, middle, and end; appropriate sequence; and with guidance and support, use a variety of digital tools to produce and publish their writing. They can write: a friendly letter; an explanation that includes a topic, some facts about the topic and a sense of closure; a narrative that has two or more sequenced events, supporting details in a logical order, and an ending; an opinion piece that includes an opinion and a reason for that opinion; and poetry that rhymes. They can listen to or read a variety of genres to use as models for writing for different purposes. Appropriate word choice and correct use of verbs should be evident in the writing. They are expected to write in complete sentences that begin in a variety of ways and contain descriptive words appropriate to the topic. Students use conventional spelling (short vowel patterns, blends, digraphs, and long vowel silent e) when spelling some common words. They apply their knowledge of words, sounds, and spelling to make approximations when spelling new words. All words that have been taught should be used and spelled correctly. Capital letters at the beginning of a sentence, proper nouns, and "I" are expected to be used correctly in all writing. Students should know when a period, exclamation point, or question mark should be used at the end of a sentence. They are expected to edit writing for correct capitalization, punctuation, spelling words taught, and complete sentences. A simple checklist can be used for editing. Students should write legibly by applying handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation and by using an effective pencil grip.

Mathematics

Students learn a great deal about number lines and its use as a mathematical model. It is used to model addition and subtraction, locate numbers on the number line, and use their reasoning skills and number sense to determine unknown values that correspond to empty boxes. The range of numbers represented starts with 0-20 and grows to 0-120. Students use the open number line to skip-jump 1 multiples of 1, 5, and 10, forward and backward, from numbers both on and off the decade. Students also practice comparing and ordering measurements, writing inequality statements, and finding the differences between the two numbers. In geometry, students use a variety of tools to explore two- and three-dimensional shapes and fractions (halves, thirds, and fourths). The emphasis is focused on shapes – identifying, describing, constructing, drawing, comparing, composing, and sorting them. Fractions are investigated in the context of two-dimensional shapes as they cut paper sandwiches in halves, and fourths, and fold and cut paper circle pizzas to share. Finally, students work on developing a deep understanding of place value with numbers to 120 as they estimate, count, add, and subtract two-digit quantities using familiar models: sticks and bundles (of ten); dimes, nickels, and pennies; and the number line.